

406 THE EDUCATIONAL PROBLEM

children of all ages, and two practising analysts of children, framed a memorandum to express their views on the relation of psycho-analysis to education. Extracts from this memorandum were quoted by M. N. Searl, in her paper, "Some Contrasted Aspects of Psycho-analysis and Education."

I will not quote again from it, but attempt to set out, in my own words, the general conclusions which I share with my fellow members of that Sub-Committee.

The question of the relation between psycho-analysis and education falls into two quite distinct parts: (a) The relation between the actual *processes* of education and analysis : how, if at all, they are related; what, if anything, they have in common and in what they are distinct, (b) The bearings upon educational aims and practice of the *facts* revealed by the psycho-analytic technique.

In this chapter I propose to deal briefly with the first of these questions. The second question will fall naturally into my next chapter.

THE PROCESSES OF PSYCHO-ANALYSIS AND EDUCATION

In the paper already mentioned, Miss Searl has brought out very clearly the essential distinction between these two processes. The analyst works with the child for a definite time each day in a very special environment, an environment designed to make possible the representation in play of every detail of the child's phantasy, down to the deepest level of the unconscious, free from the dangers of doing real harm in the real world. He has toys and material for his play, which adapt themselves to the expression of phantasy, and with these he is allowed to do everything that occurs to him. He is restrained from doing any real harm to the person of

the analyst or his private possessions, or such damage to the room or permanent furniture of the room which cannot be made good again in the few moments at the disposal of the analyst between one patient and another. Even this restraint, however, is never allowed to take the form of "That is wrong, you must not do that", but always "Show me that in another way."¹ That is to say, the child is never prevented from revealing his feelings, his wishes, his phantasies and his fears of retribution. It is essential that all these aspects